Tools for Priority School Work
(Glossary of Terms)

30-60-90 day plan charts the main initiatives, or "big rocks" the school will pursue over a 30, 60 and 90 day time period. Each goal is broken down into action strategies which are assigned a leader or "point person" and a method for communicating the strategy. A measure for outcomes and data collection is included for each big rock initiative. Click here to see a template for a 30-60-90 day plan.

ADLI (approach, deploy, learning, integration) represents the four factors used to evaluate improvement processes. The "Approach" describes the methods that are being used for improvement and whether they are effective. The "Deployment" measures the effectiveness of the implementation of the approach. "Learning" refers to the cycles of improvement of the approach. "Integration" describes the degree of alignment between the approach and other plans and processes.

Consensogram is a survey that visually depicts the perceptions of a group. This quality tool can be used as a pre- or post-assessment to capture participants' level of understanding of a concept or opinions about an issue.

Data Questions (adapted from Edie Holcomb)—Five questions that can be used to guide data analysis and information that has been collected. The questions are
- What does the data or information tell us?
- What does the data/information not tell us?
- What is there cause to celebrate?
- What is the need for improvement?
- What are our next steps?

Linkage Chart is a graphic representation that shows the relationships between the seven components described above. ***Click here*** to see an example of a linkage chart.

PDSA (Plan-Do-Study-Act) is a process for continual improvement. Through each iteration of the cycle, a specific action is proposed (Plan), the action is carried out (Do), the results are observed and analyzed (Study). Based on the results, the action is modified for the next cycle of improvement (Act).

PIA (Prepare-Inquire-Act) is a cyclical process that can be used to improve student achievement. School leaders and faculties must first learn how to analyze data and create a "culture of inquiry" (prepare). Then they analyze student achievement results and other data to look for patterns (inquire). In the "Act" stage the group develops and implements an action plan based on findings from the "Inquire" stage. The cycle begins again as data is collected from the "Act" stage.

Plus/Delta is a tool used to obtain feedback from participants. It can be used at the conclusion of a meeting, activity or class period to identify pluses (strengths or what went well) and deltas (needs or opportunities for improvement). This feedback should be used to determine next steps.

Quarterly Report Schools that receive school improvement funding must submit a quarterly report. The purpose is to report progress toward goals. Non-cognitive data such as behavior interventions and attendance are included, as well as achievement test scores and interventions in math and reading.

Seven Categories of Effective Systems (adapted from Baldrige Criteria for Performance Excellence)--leadership, strategic planning, customer and stakeholder focus, knowledge and information management, student and workforce focus, processes and results are the seven components that connect and integrate in an effective system. To determine the effectiveness of a system, examine

- *Leadership - How the organization's senior leaders communicate and demonstrate the vision, mission and values of the organization, as well as plan for its future.*

- *Strategic Planning - The process for using the organization's strengths and addressing its weaknesses in a strategic plan.*

- *Student and stakeholder focus - How the organization determines the needs of students and stakeholders; the methods for obtaining information and feedback about their satisfaction and engagement.*

- *Information and Analysis - How data is used to track progress on goals and overall organizational performance.*

- *Faculty and Staff Focus - This component addresses how the organization assesses the training needs of faculty and staff in order to build capacity. It also describes the efforts to build a supportive climate conducive to personal and organizational growth.*

- *Core Process Management - How the work systems and processes of the organization are managed and improved to deliver student and stakeholder satisfaction.*

- *Organizational Performance Results - Outcomes related to student learning, finances, processes and the effectiveness of the school.*

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